

Programme 98.†

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( January to March, 1924.  
April to July, 1924, in the Dominions. )

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, P.U.S., HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

#### FORM I. (A and B)

PUPILS' NAMES.....

#### Bible Lessons.

In all cases the Bible text must be read and narrated without interruption.

A & B For Bible passages see *The Bible for the Young*: (a) *Prophets and Kings*, pp. 20-35 (New Edition, pp. 50-73: omit questions), by Dr. Paterson Smyth (P.N.E.U. Office, 2/-). (b) *St. Luke's Gospel* (S.P.C.K., 9d.), chapters 8-15. [Suitable parts from chapters in *I. Samuel* xviii.-xxiv., and *II. Samuel* i.-vii., inclusive.] In teaching, read the Bible passages once and get the children to narrate; read the Lesson (Paterson Smyth) to bring the passages home to the children, adding comments if necessary. Children might use *Bible Atlas* (S.P.C.K., 1/-). *The Children's Book of Prayers*, by S. B. Macy (Longmans, 9d.).

Sunday reading (optional):

A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-), pp. 73-147. *The Story of General Gordon*\* (Nelson, 1/6).

B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints* (Dent, 2/-), may be used.

A & B *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.) Teacher may use *Boyhood Stories of Master Painters and Musicians*, by K. D. Cather (Harrap, 1/-).

† The 98th term of work set since the Parents' Union School began.



#### Writing.

A *A New Handwriting*,\* by M. M. Bridges (P.N.E.U. Office, 5d. each card; instructions 6d.): card 2, lines 1 and 2; card 3, line 5. Two letters to be mastered each lesson. Teacher study instructions. Transcribe from reading books, and write words and short sentences from dictation.

B A "New Handwriting," card 3, line 5, and card 5, lines 1 and 2; one letter to be mastered each lesson, teacher study instructions.

To be able to write, and print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

BEGINNERS.—Left-hand half of card 4 of *The "New Handwriting."*

#### Tales.

A *The Pilgrim's Progress*\* (R.T.S., 9d., or, better, 2/6), Part I., from "the Pillar of Salt" to the end. *Tales of Troy and Greece*,\* by Andrew Lang (Longmans, 5/-), pp. 145-191.

B Three Fairy Tales. Andersen's *Fairy Tales* or Grimm's *Fairy Tales* (both, Oxford Press, 1/6, or Dent, 2/-), may be used. Three fables, *Æsop's Fables* (Murray, 2/6).

#### English History.

A *Our Island Story*,\* by E. H. Marshall (Jack, 10/6), pp. 303-351. Mrs. Frewen Lord's *Tales from Westminster Abbey*\* (Sampson Low, 1/6), pp. 65-96.

B *Our Island Story*, pp. 1-44.

#### Geography.

A *Ambleside Geography Book*, Book I.\* (2/6), pp. 96-112, Book II.\* (3/-), pp. 164-200: six map questions before reading letterpress, then reading and narration; no additional matter should be introduced. Teacher will find Appendix to *Geography Book IV.* useful (P.N.E.U. Office, 9d.). Philip's *Atlas of Comparative Geography*\* (3/6). Children to be able to tell about six places father and mother have visited. Pace distance on each of four roads for 2, 4, 5 and 6 minutes; say, in each case in which direction you walk. Suitable tests under "Guiding" (or, *P.U.S. Scouting*, P.N.E.U. Office, 6d.).

B *Ambleside Geography Book*, Book I., pages 12-25. *Children of the World*, Part I. (Harrap, 1/-), *Amerigo*. (1) Describe and (2) make in tray of sand, valleys, rivers, hills, villages.

#### Natural History.

A & B Keep a Nature Note-Book (P.N.E.U. Office, 6d., and see *Home Education*). Find and describe (a) six twigs of trees; watch, if possible, and describe (b) ten birds, (c) five other animals. [*Countryside Rambles*, by W. S. Furneaux (Philip, 2/6), may be used for special studies (January to April) and for reference]. See also Tests in Nature Lore (*P.U.S. Scouting*).

A *On the Seashore*\* ("Eyes and No Eyes Series," Cassell, 1/3), pp. 44-80. *Tommy Smith's Animals*,\* by E. Selous (Methuen, 2/9), pp. 1-73.

B *Within the Deep* ("Eyes and No Eyes Series," Cassell, 1/3), pp. 39-79. *Tommy Smith Again at the Zoo*, pp. 129-180 (Methuen, 2/9).

#### Picture Study (see *Home Education* for directions)

A & B Study reproductions of six pictures by Leonardo da Vinci\* (P.N.E.U. Office, 2/- the set): teacher see notes in the January No., 1924, of the *Parents' Review*.

#### Sums.

Teachers should use *The Teaching of Mathematics to Young Children*, by I. Stephens (P.N.E.U. Office, 4d.).

A Pendlebury's *New Concrete Arithmetic* (Bell, 5d.), Year II.,\* Term II., or, *A New Junior Arithmetic*, by Bompas Smith (Methuen, 3/6), pp. 1-10, taking different examples. Multiplication Tables 2, 4, 5, 6, 10, 12 (five minutes' exercise in every lesson). Tables to be worked out in money thus:  $9 \times 7 = 63$ ; 63 pence = 5s. 3d.

B Pendlebury, Year I.,\* Term I., to be worked with dominoes, beans, etc. Rapid mental work.

#### French.

A *Le Livre Rouge* (Blackie, 3/-), pp. 66-75. *French Fables in Action*, by V. Partington (Dent, 1/9), pp. 8-14; children to narrate. For Upper I A teacher will find useful *French Reading for Little English People*, by E. R. Tetley, containing 12 Nursery Rhymes with music (Jackson & Sons, 8/6, letter box, 3/6).

B *Illustrated French Primer*, by Henri Bué (Hachette & Co., 2/6), pp. 89-99; 141-147, inclusive, words to be taught orally with pictures, or, better, *Cours de Français, Méthode Orale* (premier livre), by F. Thémin (Hachette, 2/6), pp. 1-21.

#### Brushdrawing.

A & B Six twigs of trees; six animals that you have been able to watch; scenes from your *Tales*, in brushwork. Memory drawings. Children should draw occasionally with brush or chalk from memory. *Pencils should not be used*. For chalk drawing, milled blackboards (P.N.E.U. Office, 1/6 each) may be used. Paint-box with specially chosen colours and brush (P.N.E.U. Office, 2/6). For outline drawing: *What to Draw and How to Draw It* (Skeffington & Son, 3/6). Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

#### Recitations.

A & B To recite a poem (each child may choose a different one), to learn two hymns, Psalm 84, and two suitable passages of 6 verses each from (a) *I. Samuel* xx., (b) *St. Luke's Gospel* ix. *Fairies and Chimneys*, by R. Fyleman (Methuen, 1/6). *A First Book of Poetry*, by M. A. Woods (Macmillan, 3/-).



**Reading.**

- A Poetry and books used for History, Geography, and Tales ;  
A *Mr. Wind and Mistress Rain*, by Paul de Musset (Harrap, 1/-), pp. 7-49, may be used.
- B Reading taught as in *Home Education*, using *The Children's Letter Box\** (2/6) together with *Dickory Dickory Dock: The Children's Reading Box\** (3/6), both prepared by E. R. Tetley (Jackson & Son), or, *The Cat that was Lonesome* (Harrap, 6d.),
- or, Children who can read may use *The Happy Reader*, Part II., by E. L. Young (Simpkin, Marshall & Co., 10d.), taught according to directions in preface, or *Picture Tales from the Russian*, Book II. (Blackwell, 1/-), or *The Sunflower Girl* (Milford, 6d.).

**Music.**

- A & B *Child Pianist* (Curwen & Son, 3/-), continue *Teacher's Guide* (revised edition, 7/6).

**Musical Appreciation.**

Programme of music by Borodin and Moussorgsky (to be heard), *Parents' Review*, January, 1924.

**Singing.**

- A & B *Sonnez les Matines* (P.N.E.U. Office, 4/6), or, *French Rounds and Nursery Rhymes* (Augener, 2/6).
- A *Ten Minutes' Lessons in Sight-Singing* (Curwen & Son, 2/6), lessons 16-19. Two English songs: *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each, complete with music 6/-).
- B *The Joyous Book of Singing Games*, by John Hornby (Arnold, 3/6), or, *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

**Drill.**

- A & B *The Joyous Book of Singing Games* (see above), or, *Rhythmic Games and Dances*, by Florence Hewitt (Longmans, 3/6). *British Marches for Schools*, by Martin Shaw (Evans, 4/6). Ex-Students take House of Education Drills.
- A *Board of Education Syllabus of Physical Training for Schools, 1919* (1/6).
- B *Physical Exercises for Children under seven* (3d.).
- A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode.)

**Work.**

- A & B Help in house or garden. See also "Guiding" tests. *Little Girl's Sewing Book*; *The Little Girl's Knitting Book* (R.T.S., 1/6 each), or, *Children's Sewing Book*, No. 93 (P.N.E.U. Office, 6d.). Teachers will find suggestive *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). Help the "Save the Children Fund" (42, Langham Place, London, W. 1). Use *The World of Paper*, Toy Book, by Forbicicchio (Willis & Co., 1/3), I A, 2nd group; I B, 1st group.

- A *Paper Modelling*, by M. Swannell (Philip & Son, 3/6), Series II. and III.
- B *Paper Folding*, by H. G. Paterson (P.N.E.U. Office, 2/6), (materials 8d.), models 1-8, and two other original models on the same lines.

All children should spend two years in Form I.A. In the second year they should read their own books and sometimes write narration. Classes in the second year of I.A might be called "Upper I.A."

N.B. 1.—In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able, but more work must be expected from I.A.

N.B. 2.—Each child in A should have a copy of all books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Recitations" onwards are advisable but optional.

N.B. 3.—For methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 6d. each, and Cambridge paper for the Examination, 1/- for 4 quires (*not less*); special clipped book post envelopes, 4d. for 3. Also the School Badge (silver, 4/6, metal, 9d), School Hat Band (2/3), and Ribbon (2/2 a yard). Ties (1/- cotton, 2/9, silk). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted).

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, P.U.S.

N.B. 7.—All letters *re* School and Programmes, except book orders, should be sent to The Director, P.U.S., House of Education, Ambleside. The enclosed Order Form for books should be used, and orders should be sent as early as possible. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.

**N.B.**—It is hoped that a P.U.S. Children's Gathering will be held in Canterbury in September, 1924. Members are asked to follow the papers and notes in this connection which will appear in the *Parents' Review* next year. All children, whether they can be present or not, will be asked to send work.



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FORM I., (A & B).

PUPILS' NAMES.....

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### Bible Lessons.

- A & B I. 1. Tell a story about David and Jonathan.  
 2. Describe (*a*), what happened when Saul went into the cave where David was at Engedi. *or*, (*b*), the coming of the ark to Salem.  
 II. 1. Tell about the occasion when (*a*), Jesus fed five thousand, *or*, (*b*), when He appeared with Moses and Elias.  
 2. Tell the story about (*a*), the man who fell among thieves, *or*, (*b*), the man who made a great supper.

### Writing.

- A Write a line of poetry from memory.  
 B Write, or print:—" March brings breezes loud and shrill,  
 Stirs the dancing daffodil."

### Tales.

- A 1. Tell (*a*), how the pilgrims met with the shepherds at the Delectable Mountains, *or*, (*b*), how the pilgrims crossed the river.  
 2. Tell how (*a*), Ulysses came disguised as a beggar, *or*, (*b*), how Phineus welcomed Jason.  
 B 1. Tell a short fairy story, *or*, one of Æsop's Fables.

### English History.

- A 1. Tell a story about (*a*), the Princess Elizabeth, *or*, (*b*), Queen Mary.  
 2. Tell a story about (*a*), Sir Francis Drake, *or*, (*b*), the " Queen's Favourite."  
 3. Tell (*a*), how Canterbury Cathedral came to be built, *or*, (*b*), about two of the things to be seen in Edward the Confessor's Chapel in Westminster Abbey.



- B 1. Tell about (*a*), Caractacus, *or*, (*b*), St. Alban.  
2. What do you know about (*a*), Vortigern and King Constans, *or*, (*b*), Hengist and Horsa?

#### Geography.

- A 1. Draw the course of an imaginary river, marking the source, the bed, the banks, a tributary, the mouth, a delta.  
2. Tell how Columbus discovered the "New World."  
3. What do you know about two of the following:—Canada in winter, the North American Indians, Newfoundland, Australia?
- B 1. Why is our year 365 days long? Can you explain how we get day and night?  
2. Tell what you know about (*a*), Amerigo and the earthquake, *or*, (*b*), Venice.

#### Natural History.

- A & B 1. Describe (*a*), the twigs of the oak, ash and beech; (*b*), a thrush, a blackbird and a chaffinch.
- A 2. What do you know about (*a*), a sea anemone, (*b*), a jelly-fish?  
3. What did "Tommy Smith" learn about a rook? What have you noticed yourself about a rook?
- B 2. What do you know about a shark? How do some sea-creatures disguise themselves?  
3. What did "Mr. Sea-Bear" tell "Tommy Smith" about his home?

#### Sums

- A 1. A bus conductor receives on different journeys,  $\frac{3}{2}$ ,  $\frac{4}{11}$ ,  $\frac{1}{6}$ , and  $\frac{5}{9}$ , in penny fares. How many tickets did he punch?  
2. Divide a piece of cord 12 feet long into 8 equal parts. What is the length of each part?  
3. In four days "Mrs. Brown" takes  $2\frac{1}{2}$  quarts,  $1\frac{1}{2}$  quarts,  $1\frac{1}{2}$  pints,  $3\frac{1}{2}$  pints, of milk. How much would it cost at  $2\frac{1}{2}$ d. per quart?
- or*, 1. If I spend £550 in building a house and £260 in furnishing, how much shall I have left out of £1000?  
2. If in a day and night (24 hours) I sleep 9 hours, eat for  $1\frac{1}{2}$  hours, do lessons for 3 hours, and am out-of-doors for 4 hours, how many hours are left? (Use brackets.)  
3. Reduce to pence (1) £4 : 17 : 8, (2) £305 : 14 : 4, (3) £1036 : 2 : 1.
- B 1. A gardener buys 14 packets of seed at 1d. each. How much change will he have out of 2/-?  
2. John can buy 4 marbles for 1d. How many will he get for  $4\frac{1}{2}$ d.  
3. Toffee is 3d. a pound. How many pounds could you buy for 1/9d?

#### Picture Study

A & B Describe the picture by Leonardo which you liked best.

#### French.\*

- A 1. Name, in French, three of the rooms on page 69, and say what you can about each.  
2. Say six sentences, in French, about "Le Loup et le Chien."
- B 1. Say what you can, in French, about the picture on page 90 (*Buë*).  
2. Recite "La Petite Fourmi" (four sentences).
- or*, 1. Say five sentences, in French, about the pictures on pages 8 and 9 (*Thémoin*).  
2. Count aloud, in French, the number of (*a*), chairs, (*b*), persons, (*c*), pictures in your school-room.

Brushdrawing. (All work to be done with brush and in colour.)

1. Make a picture for,—  
"The owl and the pussy cat went to sea  
In a beautiful pea-green boat."  
2. A brushdrawing of an ash or beech twig.

#### Recitations.\*

Father to choose a hymn, a poem, and two passages from the Bible Lessons.

#### Reading \*

Father to choose unseen passage.

#### Music.\*

Examine in work done and report progress.

#### Singing.\*

Father to choose an English and a French song, and I.A., two tonic sol-fa exercises.

#### Drill.\*

Drill, before parents.

#### Work.\*

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

- N.B. 1.—Examination to begin on Monday, March 24th. Papers to be posted on Saturday, the 29th, *with no other enclosure*. (Please note that the examiners take 7 weeks.)  
2.—Subjects thus indicated (\*) to be marked on the *Parents' Report* according to Regulations and total to be added up.  
3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (*a*) there is no numbered list of the subjects sent for

examination, (b) the papers for each child are not fastened together, or (c) the name of the *member* does not appear.

- 4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string.
- 5.—Please note carefully (a) the amount of written work expected in Form I., (b) the Regulations as to the number of papers to be sent in by Schools.
- 6.—I.A should use double-lined examination paper (1/- for 4 quires, P.N.E.U. Office).